

EARTHQUAKE SCENARIO

Wilson Elementary School is located on the outskirts of Sacramento, California. In addition to the principal and assistant principal, Wilson has 31 faculty members, two full-time counselors, a nurse, two secretaries, five cafeteria workers, and two custodians. On any given day, 10 to 15 parent-volunteers are also in the building.

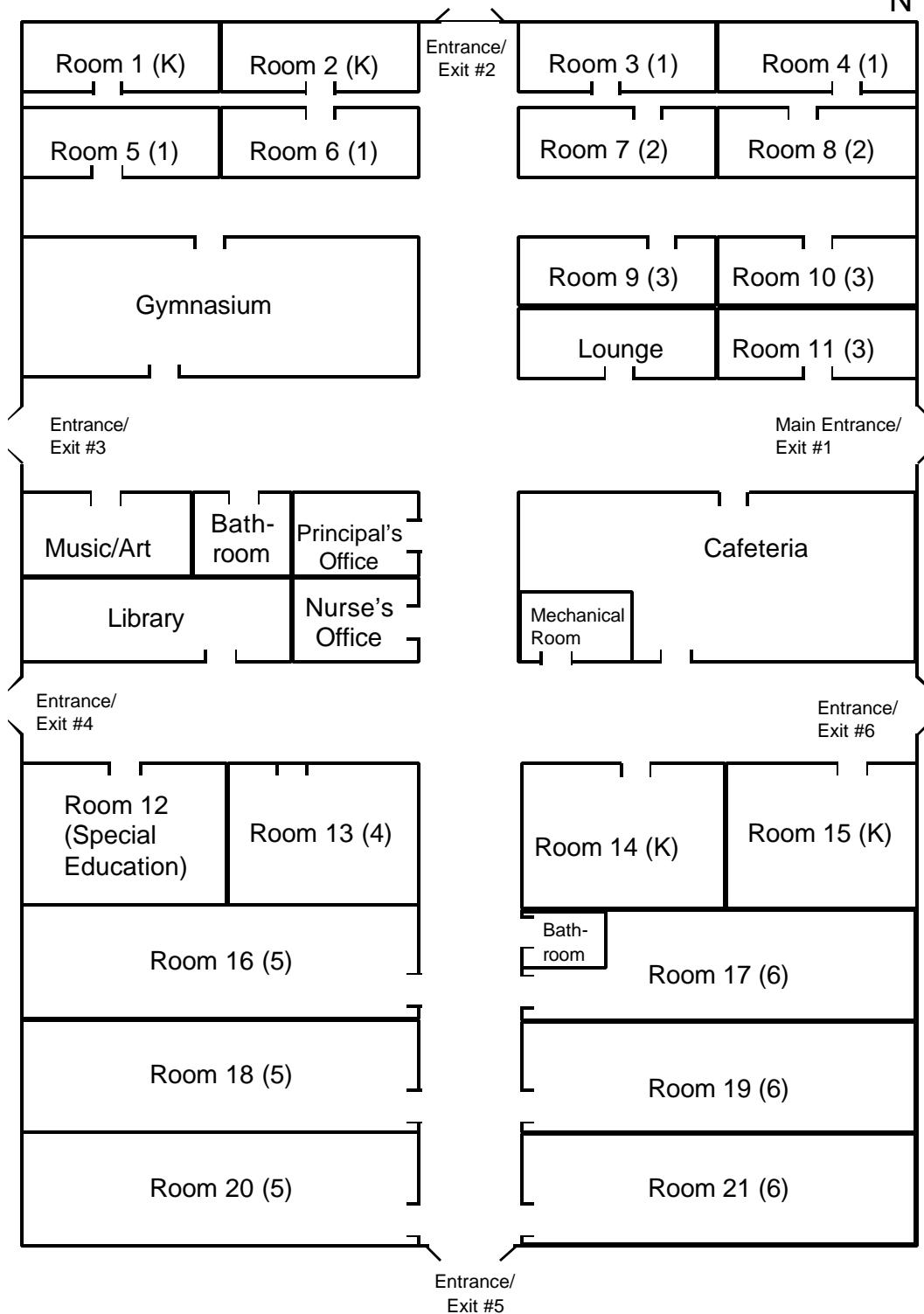
Usually, several bus drivers linger at the school after dropping off the students to have a cup of coffee and visit with each other. Today, five drivers have remained to chat in the student discharge area in front of the school.

On November 28, at 9:45 a.m., the community is struck by a severe earthquake. The earthquake causes extensive damage to a large part of the city. All utilities are out. The school is currently lit by emergency lighting only. The area around the school office appears to have sustained only minor damage. Damage to the remainder of the building is undetermined as yet, but one custodian has radioed that a portion of the gymnasium has collapsed.

You know from experience to expect multiple aftershocks, some of which may be severe. You also know from attending earthquake preparedness briefings that it could take up to 2 days before responders reach the school. You must organize to help yourselves and protect the students.

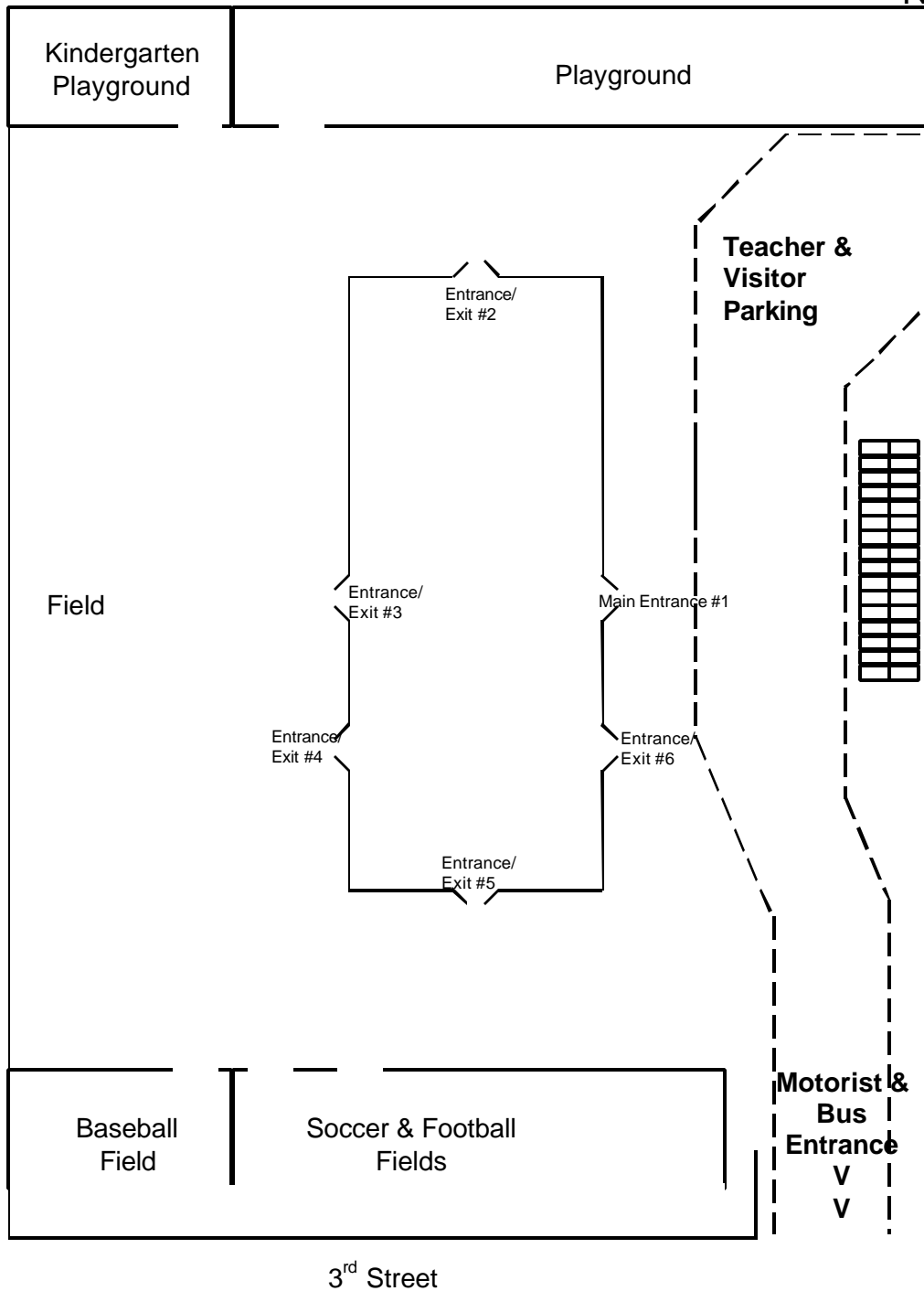
EARTHQUAKE SCENARIO (CONTINUED)

Wilson Elementary School



EARTHQUAKE SCENARIO (CONTINUED)

Wilson Elementary School
2nd Street



EARTHQUAKE SCENARIO (CONTINUED)

Scenario Questions

1. To respond to this incident, you will establish your management structure using the ICS model. Draw your initial emergency organization, including personnel assigned to each position (by title), in the space provided below.
2. Where will you establish your Command Post for this incident?
3. After establishing command, what will you do first? Why?
4. What is your first concern in this situation?
5. For what contingencies must you plan?

EARTHQUAKE SCENARIO UPDATE #1

The area has experienced several aftershocks of moderate intensity.

Runners are bringing injury and damage information from all parts of the campus. Twenty students were trapped in the gym at the time of the collapse. The extent of their injuries is not yet determined because access to the gym area is completely blocked. The custodians are communicating with several of the students and have determined that at least some are injured. It is difficult to get useful information from the students because they are nearly hysterical.

Several students were injured when they were struck by falling debris as the earthquake struck. One faculty member was struck by flying glass and is reported to be seriously injured. Several students who are asthmatic are having difficulty breathing.

There are no reports of fires, at least as yet. Fortunately, the school is not served by natural gas.

The phone system is out because of the electricity interruption. You can see that a water main two blocks from the school has ruptured. Water conservation will have to be a critical factor in your planning.

Update #1 Questions:

1. How does this new information change your planning?

2. For what contingencies must you plan now?

EARTHQUAKE SCENARIO UPDATE #2

It is getting late in the day, and aftershocks are continuing. Because of the obvious damage in some areas of the city, it is becoming apparent that at least some students will have to spend the night.

The most severe injuries have been transported to the local hospital via the school van. The driver of the van has not returned yet, and concern about his safety is increasing.

A strong aftershock has caused additional collapse in the gym area. Some of the trapped students have become hysterical and others appear to be going into shock from their injuries. Friends of the trapped students are crying, worried about their condition and safety. The custodians had evacuated the building at the first sign of the aftershock and were not injured. They have sent a runner to the Command Post to inform the Incident Commander that there is no hope of rescuing any of the students with the equipment that is available.

The aftershock has also caused a panic among the special education students who are not aware of everything that is going on around them. Their teacher has sent a runner to the Command Post to ask for assistance—quickly.

Some parents have arrived to pick up their children. For most, this process is working fine. For those whose children have been injured, however, there is a great deal of upset and confusion.

Update #2 Questions:

1. How will you handle the students and staff who must spend the night?
2. What will you do about nighttime staffing at the Command Post?
3. What will you do about the van driver? How could a similar situation be avoided in the future?

EARTHQUAKE SCENARIO UPDATE #2 (CONTINUED)

4. What can you do to help the students in the collapsed gym?
5. What will you do about the special education students?
6. How will you handle the distraught and confused parents?

EARTHQUAKE SCENARIO UPDATE #3

It is now 3:15 a.m., November 29, and a miracle has occurred! A fire company has just pulled up to the school. The fire captain is giving directions to the firefighters and is walking toward the Command Post area.

Update #3 Questions:

1. What information will you provide to the fire captain in your transfer-of-command briefing?
2. What insights has participating in this exercise provided you about your school's or district's state of readiness for an emergency situation involving multiple casualties? What revisions would you recommend to your emergency plan as a result?